

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Shelley Fabrizio

Official School Name: Greenbrier Elementary School

School Mailing Address: 2330 N Verde Dr
Arlington Heights, IL 60004-2867

County: Cook State School Code Number: 050160250022004

Telephone: (847) 398-4272 E-mail: sfabrizio@sd25.org

Fax: (847) 394-6291 Web URL: http://www.ahsd25.k12.il.us/schools/greenbrier/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Sarah Jerome Superintendent e-mail: sjerome@sd25.org

District Name: Arlington Heights SD 25 District Phone: (847) 758-4900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Susan Preissing

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
(per district designation) 2 Middle/Junior high schools
0 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 6514

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	36	19	55		6	0	0	0
K	16	22	38		7	0	0	0
1	21	21	42		8	0	0	0
2	21	20	41		9	0	0	0
3	25	26	51		10	0	0	0
4	27	31	58		11	0	0	0
5	27	20	47		12	0	0	0
Total in Applying School:								332

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
11 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2009	332
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 13%
Total number of limited English proficient students in the school: 42
Number of languages represented, not including English: 25
Specify languages:

Albanian, Arabic, Bengali, Bulgarian, Cantonese, German, Greek, Hindi, Indonesian, Japanese, Korean, Lithuanian, Malayalam, Mandarin, Norwegian, Polish, Portuguese, Romanian, Russian, Slovak, Spanish, Tagalog, Tamil, Urdu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 19

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The actual amount of students who receive free and reduced priced school program is .06 percent.

10. Percent of students receiving special education services: 8%
 Total number of students served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>15</u>	<u>2</u>
Special resource teachers/specialists	<u>13</u>	<u>12</u>
Paraprofessionals	<u>14</u>	<u>6</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>46</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

We do not track teacher attendance rates. The percentages listed are estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Greenbrier Elementary School is located in Arlington Heights, Illinois, a northwest suburb of Chicago. Arlington Heights School District 25 is comprised of seven elementary schools and two middle schools. Greenbrier is a neighborhood school with strong teacher, parent and community involvement. The majority of students walk to school. Greenbrier is home to approximately 280 kindergarten through fifth grade students plus 60 early childhood students. Our early childhood program has self-contained special education classes and a blended class of typically developing and special needs children. We have two classroom sections of kindergarten, first, second, third, and fifth grade and three classroom sections of fourth grade. The faculty is highly qualified through the State of Illinois and the majority of the staff members are veteran teachers, including two teachers who are Nationally Board Certified. Certified and non-certified staff participates in evening events such as “Gator Rock” (variety show) and facilitate clubs during lunch, before and after school. Teachers work collaboratively on various teams: grade level, primary, intermediate, student support and special areas. We are fortunate to have a culturally diverse student population. Though 75% of our students are Caucasian, there are 26 languages spoken in the homes of our students. Eight percent of students have learning, developmental and/or speech/language needs. By embracing the federal mandate of Response to Intervention (RtI), we reduced the percentage of students requiring special services from fifteen to eight percent. In addition to classroom teachers, the student support team and other faculty provide a variety of research-based interventions for reading and math.

Over the last five years, 90 percent of Greenbrier students have met or exceeded standards on the Illinois Standards Achievement Test (ISAT). For each of these years, we earned the Academic Award of Excellence from the Illinois State Board of Education. Chicago area newspapers recognized Greenbrier as one of the top 50 schools in the Chicagoland area.

Our district’s mission is to provide a superior education for a lifetime of learning. The vision states, “Within a framework of learning for the 21st century, AHSD 25 creates a nurturing environment and provides a world class education for all.”

Greenbrier’s vision states, “Teachers and staff provide students with positive learning experiences in a secure and nurturing environment where intellectual risk-taking is promoted and students are engaged and motivated to take personal responsibility in their quests to be lifelong learners.” We believe:

- All students can learn
- Our students and teachers will display the six principles of the Character Counts!sm pillars
- It is important to respect, accept and learn from differences
- In a quality partnership with the parents of our students
- Students and teachers must be creative, innovative, adaptable and reflective
- Students and teachers must be effective communicators
- In preparing our students to be successful in an ever-changing world

We attribute our success to many factors. The dedicated and professional staff teaches to the whole child and inspires them to succeed. Students, faculty, and the parent community embrace the themes we incorporate to promote student success. This year’s theme is based on the book *How Full is Your Bucket?*

by Rath and Clifton, which describes ways in which we can build students' self-esteem. A strong peer mediation program provides a systematic way for students to solve problems independent of adults.

We have a strong district professional development program, a caring and productive PTA, and a community that engages locally and globally. We integrate technology tools and resources to ensure the success of our 21st century learners.

As stated in the 2007 District Strategic Vision 2020, we provide rigorous, comprehensive, cohesive, and student centered education in the core subjects and content areas. We have a highly collaborative fine arts department. We promote 21st century learning skills, explicitly teach life skills, and use a variety of 21st century assessments. Our structurally sound and exceedingly clean facility provides an environment that is highly conducive to learning.

Greenbrier's many traditions and caring environment create a warm feeling for visitors. We are the home of the Gators. Annually, we have a Back-to-School Evening and a Parent/Grandparent Lunch and Tour. During "TV Turn-Off Week", we provide a Reading and Game Night. This event began five years ago in memory of a student who passed away in her fifth grade year. There are also curriculum and writing portfolio parent nights. Student Service Club promotes civic and global responsibility. Participants collect items for food pantries and the military. Go Green Family Night promotes environmental awareness. Our active PTA (mothers/fathers) runs programs such as Moms' Morning Off, Healthy Kids Gym Nights, and Everybody Counts (a disability awareness program).

Each day students prepare and broadcast morning video announcements. The daily sign-off epitomizes the reasons Greenbrier is successful: "Be safe, be respectful and be responsible. Fill a bucket or two and find the best in you. Have a great Gator day!"

1. Assessment Results:

We believe that all students can learn and no child should be left behind. We are proud of our student performance on the ISAT. The ISATs are a set of criterion reference tests that measure the extent to which students are meeting the Illinois Learning Standards. All third, fourth, and fifth grade students take the ISAT, including Special Education students and English Language Learners (ELLs). Third and fifth grade students take reading and math tests. Fourth grade students take reading, math and science. In 2009 and 2010, third and fifth grade students took the writing component, but the state has excluded it for the 2010-2011 school year.

The ISAT reports the data in four quadrants:

Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in a limited way.

Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Greenbrier Elementary School has consistently been a high-performing school. The trends over the last three years indicate that at least 90% of Greenbrier students meet and exceed Illinois State Standards.

The rigorous curriculum, district curriculum review cycle, and talented teaching staff inspire and encourage Greenbrier students to achieve, enabling our students to perform well on state tests. The Illinois Learning Standards are the framework for our work with students. One of our goals is to move students from the “meets” to the “exceeds” category. The results of the test include a state item analysis in reading and math. Using the item analysis, staff members determine specific ways to improve teaching. We teach Greenbrier students to think critically and solve complex problems. We examine trends to ensure that interventions have a positive impact on student learning and ISAT results. We believe our highly skilled personnel, using research-based interventions, provide students with the tools necessary to achieve in the “meets” or “exceeds” category on the state tests. We are proud that our ELL population and our special education students perform very well on the tests. Using differentiated instructional techniques and adapting lesson design we are able to preview, teach and re-teach to meet individual and group needs. We use formative assessments like reading fluency tests and exit slips to determine what students are learning and which skills and concepts need to be reviewed.

Student data is shared with parents and students. We celebrate our performance and accomplishments. Each year, the staff at Greenbrier reviews and analyzes the data from ISAT tests to help guide and inform our instructional practices. These test results help us write school improvement goals for the following school year. District professional development improves our instructional practices in the reading and the math domains as we focus on engaging ways to teach our students. Our work as professional learning teams is an efficient and effective way to analyze student needs. We are not complacent. We remain steadfast in our focus to improve student learning, which will result in higher test scores. We work diligently to improve our pedagogical skills and use current research to enable our students to sustain their high level of learning and performance.

Information for the administration and scoring of the ISAT can be found on the Illinois State Board of Education website at www.isbe.net/assessment or <http://iirc.niu.edu>

2. Using Assessment Results:

The Greenbrier Elementary School faculty believes that instructional practices should be guided by student data. We use the results of multiple assessments to determine appropriate instruction, plan interventions, and monitor progress.

It is important to review assessments of student learning and for student learning. At the start of each school year, teachers at Greenbrier receive data books that include student data from the previous year. Included in the books are results from local, state, and national assessments.

District 25 uses an assessment calendar to delineate the specific standardized tests students will take each fall, winter, and spring. There are three different evaluations: AIMSweb, Measures of Academic Progress (MAP), and ISAT.

AIMSweb is a benchmark and progress monitoring system for fluency of phonemic awareness and phonics skills, as well as words read correctly. Three times a year, as part of a universal screening process, kindergarten through fifth grade students take the locally and nationally-normed AIMSweb assessments.

Each spring, students in second through fifth grade take the MAP tests. These are formative assessment tools that use computer adapted testing in reading, language usage, and mathematics. The results are nationally evaluated on a year-to-year growth model based on RIT score and a percentile score. The MAP tests are also administered to all new students and to those students who scored below the 40th percentile the prior spring.

Students in third through fifth grade participate in the summative state ISAT testing, which examines students' knowledge in the areas of reading and math. Fourth graders also take a science test. ISAT results correlate with the Illinois Learning Standards. In 2008-10, students were also assessed on writing skills in third and fifth grade.

Grade level teams review student data weekly and make decisions about students' needs. Teachers review at-risk student growth through weekly progress monitoring plans. They use AIMSweb, DIBELS, Running Records and Quick Reading Inventory (QRI) to determine the appropriateness and efficacy of the interventions. They bring concerns to the primary and intermediate RtI Teams at least six times a year. RtI teams utilize the problem-solving model to provide research-based interventions for both individuals and groups who require support or enrichment.

District school improvement days provide opportunities for staff to analyze data and collaborate about student interventions. We use this data to establish yearly school improvement goals.

3. Communicating Assessment Results:

One of the strengths of Greenbrier Elementary School is our ongoing communication with students and parents regarding individual student performance, as well as with the community for overall school performance. We disseminate and clarify assessment information to the parents at monthly PTA meetings and the annual Parent Curriculum Night in September. We inform parents about the standardized and local evaluations that are given throughout the year via newsletters and web pages. We write the annual state School Improvement Plan (SIP) based on children's exhibits of learning, relevant data points from local assessments, ISAT, and our professional insights. We invite parents to be part of the process, and the entire plan is shared at a PTA meeting. A copy is in the office for review.

Three times a year, we notify parents about upcoming assessments. Each trimester, parents receive progress reports coupled with assessment results. Parents receive a copy of their child's ISAT results and MAP scores including a record of their child's scores from year to year. One hundred percent of Greenbrier parents conference with teachers. Teachers also dialogue with students about their progress after each assessment period so that students may set personal goals.

Parents are a vital part of RtI and the special education process when their child's progress is being discussed. These teams create plans for students who struggle or for students who need enrichment opportunities.

We report the results of the ISAT scores through a variety of media. We provide information at PTA meetings as part of the Principal's Report, in the *Greenbrier Gazette* (PTA newsletter), and through the district and school web pages. Our Academic Excellence Award from the Illinois State Board of Education can be found by the certificate posted at our school as well as on school and district web pages. Parents can also view the Illinois School Report Card (found on the district web page) and the Illinois Interactive Report Card. Parents and the community have easy access to the district web page. This web page explains many of the assessments in both text and video.

4. Sharing Lessons Learned:

Greenbrier shares its unique academic successes with other school communities through presentations, partnerships, and dialogues. The district encourages us to share our instructional practices and pedagogy. This continues our professional learning and allows us to contribute to the growth of others. Our faculty embraces opportunities to travel to countries such as China and Turkey. Visiting schools in other countries enables us to broaden our global perspectives, communicate our instructional goals and practices, and help our students make connections.

Teachers lead and participate in school and district book studies. As a school professional learning community, we are reading *Why Don't Students Like School* by Willingham to look at ways to inspire students. We dialogue about *Habits of Mind* by Costa & Kallick as a framework for thinking about how our students can achieve success. We share our findings with colleagues at district-wide SIP days.

The principal is an active member of the district administrative team and she shares strategies used successfully at Greenbrier. One successful strategy is the use of faculty meetings for professional dialogue about teaching and learning.

The Greenbrier web page is a vehicle to share information with colleagues, parents and other school districts. All classroom teachers, many student support staff and the principal have and maintain web pages. We post a variety of student work and resources on the websites.

Greenbrier teachers are well represented on district committees. Staff participates on committees such as the Assessment, TechPlanV, Wellness, Green Team, Professional Development, and Science committees. At these meetings, we discuss successful practices and the importance of continuous improvement. At the district level, our ELL teacher has shared with colleagues different technology applications to support students. Other staff members have discussed with colleagues how we "upgrade" lessons to engage students by integrating technology into content areas. Several faculty members share insights with colleagues through affiliations in professional organizations.

Neighboring school districts have observed literacy lessons and strategies we use to help struggling readers. We have collaborated with a school in New Jersey through Skype to promote our wellness initiatives. A lower performing school district has contacted us to receive information about our pedagogical insights, school culture, and rapport-building strategies we use with students, staff, parents, and the community. Greenbrier is honored to have been asked to apply for the Blue Ribbon Award and would value future opportunities to share successful strategies and contribute to the success of other districts.

1. Curriculum:

Our staff strives to meet the needs of each student. We use our core curriculum and established Illinois standards as a framework to ensure that we provide an engaging and rigorous high-quality curriculum. We utilize various technologies and best practices to create a rich and welcoming environment for students to be risk takers, grow as learners, and become engaged members of the global community.

The district reading program, *Treasures* by McGraw-Hill, provides a scope and sequence plus resources for teachers to ignite the love of reading. This curriculum encompasses phonemic awareness, phonics, decoding, fluency, vocabulary development, comprehension strategies, spelling, and grammar skills. Children participate in whole group and guided reading instruction. Primary students also participate in literacy instruction as outlined in *The Daily Five* and *The Cafe Book*, both by Boushey and Moser. The Daily Five and CAFE are literacy instruction structures that help students develop essential habits that lead to a lifetime of independent literacy. Through daily independent reading, explicit modeling, practicing, reflecting, and refining of reading skills, the program is tailored to meet the needs of each child.

We incorporate a process approach to writing into every curricular area. Kindergarten through second grade teachers use *Lucy Calkins' Units of Study*, which incorporates the writer's workshop approach to introduce a variety of writing genres. Students establish a writing structure that offers constant opportunities to practice and refine skills. By providing immediate feedback, peers and staff encourage children to grow into confident writers. In third through fifth grades, teachers use *The Writer's Express* program, which builds on a sequence of writing skills and classroom routines. Students set individual goals based on frequent teacher feedback. Weekly, teachers target skills for individual students such as adding details, focusing on a moment, or correcting mechanics. These skills provide students with opportunities to revise work with emphasis on powerful expression.

Everyday Mathematics is our comprehensive, differentiated, rigorous, and balanced mathematics curriculum that emphasizes concepts while building in mastery of basic skills. It explores mathematics across a broad spectrum rather than emphasizing simple arithmetic and focuses on how children learn best while incorporating their interests in mathematics. This program closely links formative and summative assessments to instruction to allow continuous feedback about student needs.

The social studies curriculum employs the *Understanding By Design* research model which utilizes the backward design instructional model. Teachers develop assessments and goals prior to classroom activities. The curriculum underscores enduring understandings supported by essential questions, knowledge and skills in the areas of geography, history, economics and government using primary source documents. Each grade level participates in a yearlong study of current events while utilizing research skills. The Character Counts!sm program helps to instill qualities of service and citizenship.

With an emphasis on scientific inquiry, our science curriculum encompasses the areas of life, earth, and physical sciences at each grade level. Students learn to develop and apply problem-solving skills through the use of the scientific process. They apply their learning to real-life situations. We promote science literacy through differentiated approaches, activities and investigations. Children hone their communication and collaborative skills through various hands-on activities.

Music instruction incorporates all facets of music theory. Children gain appreciation of different cultures, styles and historical periods. We utilize several technology tools and software to enhance classroom instruction. An annual multi-cultural music program allows students to apply learned skills in vocal and instrumental music (percussion) while incorporating dance and visual arts. Children may enroll in the Suzuki method for string instruments starting in kindergarten and band begins in fifth grade.

Art instruction equips students with visual literacy, cultural and historic perspectives, and the development of technical skills by providing an active learning experience. Our program includes connecting ideas across the curriculum and fostering appreciation for great works of art. Students have opportunities to experience a variety of mediums including paints, ceramics, fiber art, printmaking, and computer-generated art.

Through physical education classes students develop athletic skills and body awareness. They engage in cooperative activities and develop active and healthful lifestyle habits through physical activity and good nutrition. Interactive programs such as Gators-on-the-Go and The Activity Challenge promote physical activity and guidance to make healthy choices outside the school day. Children track their progress online.

In the Library Media Center (LMC), preschool-fifth grade students learn age-appropriate research and library skills. The LMC provides 8,000 fiction and nonfiction books, magazines, and audio-books to promote a lifelong love of reading. A 30-student computer lab, along with a plethora of hardware and software options, enables our students to use this facility as an information hub for acquiring 21st century skills.

Fourth and fifth grade students receive twice weekly instruction in Mandarin Chinese, an important global language. This program introduces students to basic vocabulary and structural components, while infusing culture into each unit of study.

2. Reading/English:

Greenbrier's staff is committed to providing a balanced yet robust reading curriculum based on the latest scientific research and best pedagogical practices. Our reading approach emphasizes a systematic multisensory approach. The *Treasures* program is aligned with the District 25 and Illinois State Learning Standards. Kindergarten students receive explicit and systematic letter sound instruction through *Jolly Phonics*. In the primary grades *Daily Five* and *CAFE* (Comprehension, Accuracy, Fluency and Expanding Vocabulary) develop lifelong habits of literacy, reading, writing and working independently. Both programs allow teachers to incorporate essential reading skills and strategies into whole class instruction. Additionally, to meet the needs of all ability levels, the programs provide opportunities for small group instruction and individual conferences during which personal goals are set and assessed. Students practice and refine literacy skills by reading to self, reading to others, writing, listening to reading, and vocabulary development. The *Text Talk* program enriches vocabulary by using rich literature to frame tiered questions and pull sophisticated vocabulary for focused teaching. This structure enhances oral and written work. In the intermediate grades the *Treasures* program provides the opportunity to deliver whole class instruction, as well as differentiate for small groups through guided reading, and individual student conferences. The program allows for a multifaceted approach to teaching reading and literacy skills by activating students' prior knowledge and scaffolding instruction to build comprehension and fluency skills. Intermediate teachers also instruct students using novel studies and literature circles for in-depth exploration of comprehension strategies, character development, universal themes, and plot development.

Students who are performing below grade level work with Greenbrier's reading specialist who provides active and engaging supplemental reading support. Staff is committed to providing an early intervention model for improving the students' reading skills. Primary-age struggling readers have the opportunity to meet daily with the specialist using the *Leveled Literacy Intervention (LLI)* program. Intermediate-age struggling readers meet with the reading specialist three to five times a week for thirty minutes each session to improve fluency and comprehension. These intermediate students use the *Sundance Comprehension Kits*, *Quick Reads*, and various other materials to improve skills. Additionally, these students have the opportunity to attend morning sessions in the computer lab prior to the start of the school day, utilizing the *Lexia* program to improve their reading skills. The reading specialist and classroom teachers meet regularly to review students' progress and adjust programs to fit students' needs.

3. Mathematics:

The core mathematics curriculum for our school is the Everyday Mathematics program. It is a spiraling K-5 program that centers around six major content domains including: number sense, algebra, measurement, geometry, data analysis, and probability. The children learn and maintain basic skills while solving real-world problems that cultivate their critical thinking skills. This comprehensive program includes various opportunities for differentiating instruction. Each lesson offers instructional options for additional skill development, ELL, and enrichment. It provides teachers with a variety of ways to manage students' different learning styles, pacing needs and background knowledge. Using this program substantially raises the amount and range of mathematics children learn while enabling them to meet high expectations. It incorporates hands-on activities, cooperative learning, concept discussion, and skill practice through game-playing, and ongoing review.

We also supplement this program with basic math fact reinforcement from various sources such as Mad Minutes and Spectrum Math. This reinforcement provides the necessary repetition and practice to ensure students learn their facts accurately and automatically. Since formative and summative assessments are closely linked to instruction in Everyday Mathematics, teachers and students receive regular feedback regarding students' instructional needs and progress. This provides the basis to meet the needs of all students, especially those on either end of the learning continuum. Teachers are able to use readiness and enrichment activities included in all of the lessons. For those students who require additional challenge, the gifted specialists provide enrichment in the primary classrooms. The fourth and fifth grade students who score in the 97 percentile on locally normed standardized tests participate in an accelerated math program.

For those students who require additional support, we convene temporary and flexible skill groups to remediate and reinforce specific concepts. These groups meet with a teacher two to three times per week for twenty minutes each. We collect data to determine progress and adjust the groups accordingly. Another avenue for improving the skills of lower performing students is to use the computerized Everyday Math Games that provide the students with additional practice with instant feedback. The teacher is able to monitor the students' progress and adjust programming.

4. Additional Curriculum Area:

Greenbrier uses technology to support the district-wide initiative, *WIRED*: World Focus, Integrate, Reflect, Engage and Discovery. To develop 21st century skills, Greenbrier uses technology to promote critical thinking and problem solving, communication, collaboration, creativity, and innovation that provide a "superior education for a lifetime of learning." (District 25 mission)

The dynamic use of technology, in support of curriculum, is pervasive throughout Greenbrier. Students prepare and present morning announcements live via closed circuit television to the classrooms. Teachers develop web pages on the school/district website and use email to communicate with students and parents. The Wiki Club, a volunteer group of intermediate students, research information and interview contacts both past and present to create an article for Greenbrier on Wikipedia.

Greenbrier has approximately 200 computers available for student use throughout the day, which is a ratio of 1:1.8 computers to students. Each classroom has approximately five computers, and there is a cart holding enough laptops to make a classroom set. Teachers can check out eight iPads, 19 iPod touches, and 22 iPod nanos for students' use in listening libraries, fluency checks and research. To engage learners in classroom instruction, each classroom is equipped with an Epson projector to project an image from either the computer screen or document camera.

Teachers collaborate with the Library Media Center (LMC) director to find and co-teach engaging technology activities and projects which seamlessly integrate with the curriculum in innovative and creative ways. The LMC's computer lab time is an extension of the classroom. The activities planned coordinate with the classroom curriculum. Classes are scheduled once a week, but teachers can sign up

for more time if needed to complete projects. The Building Support Technician and Technology Facilitator assist the teachers in utilizing all of the technology and keeping it running smoothly.

Using the backward design process, students in second through fifth grades participate in lessons designed by the classroom teacher and the LMC director. Teachers collaborate about which “enduring understanding” they want the students to learn. Teachers develop essential questions for the students to research, analyze, and answer. Students use age-appropriate research materials to gather information, including books, websites and movies. They utilize the six facets of understanding comprised of explaining, interpreting, applying, having perspective, empathizing, and gathering self-knowledge. The students create final projects such as movies, podcasts, and slideshows to demonstrate how they synthesized their knowledge.

5. Instructional Methods:

Our instructional methods reflect best practice for all learners. Based on Tomlinson’s and McTighe’s *Integrating Differentiated Instruction*, we design lessons to meet individual needs through differentiation, accommodations, and modifications. When students experience academic or emotional difficulties requiring individual attention, Greenbrier’s Problem Solving teams work collaboratively with parents to generate solutions using the RtI model. Some of our successful interventions include reading fluency groups, leveled math groups, a daily before-school Literacy Lab, and “Finish-It” (after-school homework support). On a case-by-case basis, teachers tutor at-risk students. We offer various curricular programs to meet diverse needs of student groups. Students with complex needs or needs not met by interventions may qualify for an Individual Education Plan (IEP) through Special Education.

Greenbrier’s Special Education program offers a range of services providing increased time and intensity in the specific areas in which a child is experiencing difficulties. Students in the ELL program receive pullout support in literacy. Through the *Treasure Chest* reading series, aligned with *Treasures*, ELL students benefit from sheltered versions of guided reading materials and emphasis on building background, vocabulary, and comprehension. Use of visuals, hands-on experiences, and multiple texts deepen understanding and promote fluency. Partner and small group activities offer increased opportunities for dialogue and oral language practice.

Students are grouped in the literacy pullout program by grade level and primary needs such as phonemic awareness, decoding and fluency, or comprehension. The LLI program provides assistance in acquiring and practicing reading skills and strategies, and engages students in time-on-task reading developmentally leveled text. Kindergartners start with intensive instruction in phonemic awareness in our half-day program and may participate in an extended day session after their morning or before their afternoon classes to support their learning.

Children in second through fifth grades who exhibit exceptionally strong intellectual abilities and demonstrate the potential for performing significantly beyond the standard curriculum may be identified for Odyssey, a District 25 gifted/talented program. We support students in maximizing their potential and translating that potential into performance. Teachers design units of study to connect with classroom themes, such as Westward Expansion or Inventions. Odyssey units also extend the scope of the regular curriculum and incorporate research, critical and creative thinking, and creative problem solving. Students engage in developing higher level thinking tasks with an emphasis on the top three levels of Bloom’s Taxonomy.

6. Professional Development:

Our professional development directly and positively impacts student performance as evidenced by success on formative and summative assessments that guide our methods of instruction. All Greenbrier staff participates in District 25’s professional development program. District 25 provides professional development in technology for certified staff and teaching assistants. Teachers share their hardware and software knowledge at the annual summer Technology Academy and SIP days throughout the year. Several staff members annually attend the ICE (Illinois Computing Educators) conference to learn ways to integrate technology. In addition to the District 25 professional development, our faculty peer-coaches

and mentors one another. Greenbrier teachers also work with outside consultants to help us implement new curriculum and problem solve particular concerns. Our focus this year is on writing and science. Teachers have also actively participated in differentiation lesson study.

Several teachers take graduate level courses and are working toward Masters degrees. To support student learning, teachers attend job-specific conferences such as the National Reading Conference, the RtI Conference, and the statewide ELL/Bilingual Conference. Two teachers are currently National Board Certified and are mentoring others through the process. Teachers and the building principal have participated in a Midwest Principals Center (MPC) workshop to learn about aligning assessment to student needs. The principal has presented sessions through the MPC on Response to Intervention. The faculty frequently participates in book studies to improve instructional techniques, and we meet regularly with building teams to share resources, disseminate information, and hone our craft.

Teachers meet not only with grade level partners but also across grades for curriculum articulation, to dialogue about state standards, and to discuss student outcomes. Many teachers (physical education, music, art, literacy, ELL, LMC and gifted) participate in monthly district-wide collegial meetings. Greenbrier's professional development is ongoing and job-embedded. It focuses on standards-based instruction. The faculty continually reflects about student data to improve and focus our teaching practices. At the beginning of every school year, the staff meets to determine building goals based on student achievement, building climate, and student behavior. We revisit these goals at faculty meetings throughout the year. The principal posts the school improvement goals throughout the school to help students and staff keep their focus on the goals.

7. School Leadership:

Using the district mission of “providing a superior education through a lifetime of learning” as a guide, our philosophy is that student success comes from engaged collaborative leadership shared by the principal, teachers and other staff members. Strong communication between all members of the school community is important. Our staff models lifelong learning, collaboration, communication and support for each other. Team leaders for the primary, intermediate, special education and support staff meet regularly with the principal. They discuss issues and design action plans related to management, school safety and instructional best practices. They organize site-based professional development days that promote activities for increasing student achievement. This team gathers feedback from the teachers to ensure equity in decision-making. Greenbrier has committees that organize, plan and implement initiatives, including the School Improvement Plan, the Character Counts assemblies and the Organizational Health committee. Our social committee organizes several events for the staff to honor and celebrate special days.

The leaders of the RtI/Problem-Solving teams facilitate meetings that occur at least six times a year to ensure that we utilize our materials and staff resources appropriately to meet students' needs. Special education leadership fosters ongoing communication between staff and parents of students who have IEPs to create partnerships in the IDEA process. Many of the staff members participate in leadership committees such as the Village of Arlington Heights Safe Schools Community Committee.

Greenbrier's PTA is a dedicated leadership presence. It provides activities for our staff, students, and families. There is a strong sense of community and belonging at Greenbrier, which translates into a positive environment.

The principal is a committed and engaging leader who has strong expectations for the students and staff. She promotes student achievement by reviewing authentic exhibits of student learning and student data, connecting with parents and teachers and knowing every child and their story. She ensures that there is adequate staff and resource allocations to meet the needs of our students. The principal leads faculty meetings to discuss curriculum, new trends in teaching and reflective practice.

The Greenbrier staff highly value engaging technology, strong lesson design, shared leadership, and powerful connections to our community. We prepare our students to be lifelong learners who will become the future leaders in this ever-changing global society.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006/2007 Publisher: Grow Network/McGraw-Hill/Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	98	98	97	100	100
Exceeds	84	80	72	77	74
Number of students tested	57	46	37	39	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Our students in the above categories are small (often less than 10 students) and therefore do not qualify as a sub-group. The actual percent of the students alternatively tested in 2010 is less than one percent. The ISAT test had a different publisher in 2006, but has been the same since 2007.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006/2007 Publisher: Grow Network/McGraw-Hill/Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	97	91	90	100	100
Exceeds	56	54	41	36	47
Number of students tested	57	46	37	39	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Our students in the above categories are small (often less than 10 students) and therefore do not qualify as a sub-group. The actual percent of the students alternatively tested in 2010 is less than one percent. The ISAT test had a different publisher in 2006, but has been the same since 2007.					

11IL16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006/2007 Publisher: Grow Network/McGraw-Hill/Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	100	97	100	100	93
Exceeds	67	62	63	79	52
Number of students tested	48	39	39	38	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Our students in the above categories are small (often less than 10 students) and therefore do not qualify as a sub-group. The actual percent of the students alternatively tested in 2010 is less than one percent. The ISAT test had a different publisher in 2006, but has been the same since 2007.					

11IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006/2007 Publisher: Grow Network/McGraw-Hill/Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	98	92	95	100	91
Exceeds	63	62	63	68	41
Number of students tested	48	39	39	38	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Our students in the above categories are small (often less than 10 students) and therefore do not qualify as a sub-group. The actual percent of the students alternatively tested in 2010 is less than one percent. The ISAT test had a different publisher in 2006, but has been the same since 2007.					

11IL16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006/2007 Publisher: Grow Network/McGraw-Hill/Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	98	98	98	91	100
Exceeds	46	34	44	60	39
Number of students tested	42	47	44	45	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Our students in the above categories are small (often less than 10 students) and therefore do not qualify as a sub-group. The actual percent of the students alternatively tested in 2010 is less than one percent. The ISAT test changed publishers in 2007.					

11IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2006/2007 Publisher: Grow Network/McGraw-Hill/Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets plus Exceeds	98	96	96	84	91
Exceeds	57	60	60	60	32
Number of students tested	42	47	44	45	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets plus Exceeds					
Exceeds					
Number of students tested					
6.					
Meets plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Our students in the above categories are small (often less than 10 students) and therefore do not qualify as a sub-group. The actual percent of the students alternatively tested in 2010 is less than one percent. The ISAT test had a different publisher in 2006, but has been the same since 2007.					

11IL16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	98	98	96	98
Exceeds	68	58	58	71	54
Number of students tested	146	131	120	122	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES: Source: Illinois Interactive Report Card and Illinois School Report Cards. In 2010 only one student completed the Alternative Assessment- the percentage is reported as one percent, but it is less than one percent.					

11IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	93	93	94	95
Exceeds	59	58	54	55	40
Number of students tested	147	132	120	122	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					
NOTES: Source: Illinois Interactive Report Card and Illinois School Report Cards. In 2010 only one student completed the Illinois Alternative Assessment. The percentage is reported as one percent, but it is less than one percent. The ISAT changed publishers in 2007.					

11IL16